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Staatsideale unserer Klassiker: B. JORDAN. *Die neuesten Erscheinungen. Historische Abhandlungen. Eingegangene Werke.*

REVUE PHILOSOPHIQUE. February, 1912. *La substitution psychique* (pp. 113-139): E. PAULHAN. - A study, in pathological and periodic variations, of consciousness in three phases of substitution; when an element is suppressed in a preexisting system leaving a gap, when a new element comes to replace one that has temporarily or permanently disappeared, and when a new element is accommodated to the old and the old to a new. *De la valeur pratique d'une morale fondée sur la science* (pp. 140-166): J.-M. LAHY. - Ethics must draw its ideals from the contributions of science and the certainty of a scientific ethics gives a mental calm and enthusiasm that the old ethics could never attain. *Les grands courants de esthétique allemande contemporaine* (2e et dernier article) (pp. 167-190): V. BASCH. - An exposition of Lipps's position, and the "science of art" of Semper, Grosse, Wundt, Schmarsow. *Analyses et comptes rendus.* Lash, *Die Logik der Philosophie und die Kategorienlehre*: A. L. *Les méthodes juridiques* (Leçons). A. Levy, *La société et l'ordre juridique*: G. RICHARD. Cornejo, *Sociologie générale*: DR. S. JANKELEVITCH. J. Van Biervliet, *Premiers éléments de pédagogie expérimentale*: L. DUGAS. A. de Fleuriau, *L'Activité réfléchie*: J. DAGNAN-BOUVERET. Werner Klette, *Über Theorien und Probleme der Bühnenillusion*: L. ARRÉAT. Berthelot, *Un romantisme utilitaire*: FR. P. Broder Christiansen, *Kritik der Kantischen Erkenntnislehre*: J. SEGOND. J. Burnet, *Plato's Phædo*: C. HUIR. *Revue des périodiques étrangers.*

Coffey, P. *The Science of Logic.* Volume I. New York: Longmans, Green, and Company. 1912. Pp. xx + 445. \$2.50.

Dubray, Charles A. *Introductory Philosophy: A Text-Book for Colleges and High Schools.* New York: Longmans, Green, and Company. 1912. Pp. xxi + 624. \$2.60.

Elliot, Hugh S. R. *Modern Science and the Illusions of Professor Bergson.* New York: Longmans, Green, and Company. 1912. Pp. xix + 257. \$1.60.

Gesell, Arnold L. and Beatrice C. *The Normal Child and Primary Education.* New York: Ginn and Company. 1912. Pp. x + 342. \$1.25.

Lickley, J. D. *The Nervous System: An Elementary Handbook of its Anatomy and Physiology.* New York: Longmans, Green, and Company. 1912. Pp. xii + 130. \$1.80.

NOTES AND NEWS

At the meeting of the Aristotelian Society on May 6, Miss Beatrice Edgell read a paper on "Imagery and Memory." "In examining the orders of fact which it is necessary for psychological analysis to recognize in its attempt to deal with memory as a cognitive state of consciousness,

we may, following Bergson, distinguish retention, the memory which repeats, the memory of habit and practise, from the memory which imagines, memory proper. The differing forms of the latter—recognition, persistence, reminiscence, suggested recall, and recollection—manifest with varying degrees of distinctness three orders of fact: an act, reference back to the past, imagery and meaning or object remembered. Imagery is treated as the product of the reference back, the form in which consciousness responds to a given situation. It is "presentation," distinguishable from the act of remembering on the one hand, and from the meaning or what is remembered on the other. Unless "presentation" be so recognized, there is no justification for regarding a cognitive state of consciousness as generically different from other forms of conscious experience. All consciousness would then be reducible to one supreme category—conation. A sketch plan of such a merely conative psychology has been worked out by Professor Alexander. But the attempt to eliminate 'presentation' leads to insuperable difficulties. When imagery is treated as object and non-mental, the 'pastness' of what is remembered becomes unintelligible, while the memory of the subject's own past states of consciousness is *ex hypothesi* impossible, for such past states can not be non-mental objects. Memory in this case has to be translated into 'revival' or 'renewal,' but such a translation proves upon examination inadequate to the fact as consciously experienced."—*The Athenæum*.

J. CARLETON BELL, Ph.D. (Harvard), managing editor of the *Journal of Educational Psychology* and director of the psychological laboratory in the Brooklyn Training School for Teachers, has been appointed professor of the art of teaching in the University of Texas. Dr. Bell will devote his attention chiefly to the experimental investigation of problems of teaching.

STEPHEN S. COLVIN, Ph.B. (Brown, '91), Ph.D. (Strasburg, '97), professor of psychology in the University of Illinois, has accepted a chair in educational psychology in Brown University, newly established in cooperation with the State Board of Education with the assistance of an appropriation made by the state legislature.—*Science*.

PROFESSOR HUGO MÜNSTERBERG, who has now sailed for Europe, gave an address on June 4 before the Naval War College in Newport, R. I., on "The Psychology of the Navy," and an address on June 5 before the American Association for Labor Legislation on "The Psychology of Industrial Efficiency."—*Science*.

THE fourth annual meeting of the Minnesota Psychological Conference was held at the University of Minnesota on March 29. The morning session was devoted to a discussion of the Treatment and Diagnosis of Exceptional Children.

PROFESSOR G. M. WHIPPLE, of Cornell University, has been granted a half year's leave of absence. He will make a study of the recent developments in applied and educational psychology in various educational centers of Europe.